



Sweetwater County School District #1

Walnut Elementary



Home of the Squirrels

Rock Springs, Wyoming
Robert Daniel, Principal

2018-2019



PLAN SIGNATURES


SCSD#1 Superintendent


SCSD#1 Board Chairman


WAEA SCSD#1 School Improvement Representative

School Improvement Steering Committee Signatures

Robert Daniel

Laura Rowsell

Gina Fisher

Melissa Caceres-SPED

Michelle Fillpot- 4th Grade

Toni Debernardi- Kindergarten

2017-18 School Performance Report for Elementary and Middle School Grades

(WAEA = Wyoming Accountability in Education Act)

(ESSA = Every Student Succeeds Act)

Embargoed until 11/1/2018

Confidential - This report may contain counts and percentages which would compromise student confidentiality if publicized and is intended solely for school and district administrators for reviewing WAEA School Performance Reporting.

WAEA: Schools in Wyoming may fall within one of four performance levels for overall school performance based on their pattern of performance on FOUR indicators: Achievement, Growth, Equity, and English Learner Progress (ELP).

The FOUR performance levels are:

- EXCEEDING EXPECTATIONS
- MEETING EXPECTATIONS
- PARTIALLY MEETING EXPECTATIONS
- NOT MEETING EXPECTATIONS

(For a description of the performance levels, see the end of this report.)

[Click here for a comparison between the WAEA and ESSA accountability models](#)

ESSA:

School Performance Levels.

- For overall school performance, some schools are identified for COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI).
- For subgroup performance:
 - Schools with "consistently underperforming subgroups" are identified for TARGETED SUPPORT AND IMPROVEMENT (TSI),
 - Schools with "chronically low-performing subgroups" are identified for ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI).
- Schools that are not identified for CSI, TSI or ATSI are UNCLASSIFIED.

Each year, school performance on long-term goals and interim targets are reported for:

- English Language Arts (ELA) Achievement
- Math Achievement
- English learner progress (ELP)

[Click here to review the accountability implementation manual](#)

District Name: Sweetwater #1
School Name: Walnut Elementary
Grades Served: K-4
Enrollment: 306

WAEA School Performance Level = Meeting Expectations

WAEA Weighted Average Indicator Score = 2.3 (Cut Scores = 1.4 ; 1.6 ; 2.0)

ESSA School Performance Level = Not Identified

Comprehensive Support and Improvement =

Targeted Support and Improvement =

Additional Targeted Support and Improvement =

ESSA Average Indicator Score = 2.3

ESSA Average Growth & Achievement Score = N/A

(ESSA Average Growth & Achievement Scores only reported when ESSA Average Indicator Score = 1.0)

Overall School Performance on Indicators

Only students enrolled for a full academic year (FAY) are included (FAY is from first school day in October to midpoint in test window)

Indicator	WAEA Target Level	ESSA Norm Category	Count of Students	Description
Growth	Meets Target 48	Average 47.9	60	WAEA: The mean student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured from prior year PAWS to current year WY-TOPP.
			60	ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.
Equity	Exceeds Target 60	Above Average 60.1	10 ; 58	The weighted mean student growth percentile (MGP) with MGP of students who scored in the bottom 25% of students on the prior year test weighted at 80% and the MGP of the remaining students weighted at 20%. The reported count of students for this indicator reflects the number of students with tests in the consolidated subgroup and the number of students with tests not included in the consolidated subgroup. In some cases, students have a test in each group.
Achievement*	Meets Target 52	Average 49.6	129	WAEA: The percent proficient or above on the state test in English language arts, mathematics, and science.
			129	ESSA: The percent proficient or above on the state test in English language arts and mathematics.
ELP	Meets Target 50	Average 50	10	The percent of English learners who met their annual goal for English language proficiency.

* A school's achievement score may be lowered if the school does not meet the 95% participation rate requirement

FAY School Participation Rate Status WAEA: **Met**

FAY School Participation Rate Status ESSA: **Met**

Overall School Performance

	WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
	Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
Growth	< 48	≥ 48 and < 60	≥ 60	< 47.1	≥ 47.1 and < 54.5	≥ 54.5
Equity	< 48	≥ 48 and < 60	≥ 60	< 47.5	≥ 47.5 and < 56.2	≥ 56.2
Achievement	< 51	≥ 51 and < 68	≥ 68	< 47.7	≥ 47.7 and < 58.6	≥ 58.6
ELP	< 49	≥ 49 and < 65	≥ 65	< 46.1	≥ 46.1 and < 62.5	≥ 62.5

Needs Assessment

1. Based on the state accountability report, which area (growth, equity, achievement, graduation rate, participation rate) is the lowest for your school?

Growth - We focused our goal on **Growth** last year and we saw an increase from 45.5 to 47.9 but we are still below the state average of 50. Our growth subgroups show that we scored lower than the state in both ELA and Math.

2. What other data sources could give you more information about this area of need? What is that additional data telling you needs the most attention?

Our students in all subgroups scored growth scores below the state average. Our Achievement and ELP scores were not very far into the meeting targets range while our Equity score was barely reaching the exceeding targets range. We will need to focus on our differentiated instruction and use common assessments and modular data to help guide instruction.

3. Based on the state accountability report, which area (growth, equity, achievement, participation rate) is the second lowest for your school?

Achievement- Both our 3rd and 4th grade achievement was higher than the state average, but our ELA achievement in both 3rd and 4th grade was lower.

4. What other data sources could give you more information about this area of need? What is that additional data telling you needs the most attention?

The break downs by achievement subgroups show similar results as the growth subgroups. The building is setting a goal for growth from the fall to winter WY-TOPP interim assessment which 3rd and 4th grade students will complete. We will also be using data to drive instruction.

5. Below are two goal templates, please write one SMART goal around question #1 and one SMART goal around question #3.

Goal 1. Question 1.

Growth: exceed current 47.9%ile in the growth category to the 60%ile. We would like to achieve a minimum 60%ile indicating that Walnut is exceeding targets according to performance data from the 2017-2018 WY-TOPP assessment. We feel that this can be obtained through the use of common assessments, modulars, and having our PLCs

focus on differentiated instruction to meet the needs of all learners while monitoring and creating interventions directly effecting the lower achieving students.

Goal 2. Question 3.

Achievement: exceed current 49.6%ile in the achievement category to the 68%ile. We would like to achieve a minimum 68%ile indicating that Walnut is exceeding targets according to performance data from the 2017-2018 WY-TOPP assessment. We feel that this can be obtained through the use of interim assessments, common assessments, modulars, and having our PLCs focus on helping all students become familiar with the structure and questioning format of the WY-TOPP state assessment.

6. Please complete the action plan below detailing the steps you will take to meet that goal throughout the year and the artifacts you will gather to show completion of the steps. Action plans steps should consider: curriculum needs, instructional practices, assessments, interventions, and staff development needs.

See chart below.

7. Please note that the plan will evolve as steps are completed and new action steps are in order. Please reconvene your steering team monthly to update future action items.

See chart below.

GOAL #1: The Walnut Elementary growth subgroup will increase from 47.9%ile to 55%ile by June 2019.

Timeline	Action Steps	Was this action step in place in 2017-2018?	Evidence of Completion (Submitted artifacts housed in SharePoint)
Fall 2018			
	Daily 5 Implementation – teachers will use differentiated strategies based on student need to help students grow in reading	Yes	Professional Development Request, and use of CC Penceive (data collection)
	Integrate discussion about differentiated instruction strategies into PLCs	Yes	PLC agendas and notes Lesson Plans
	Parent Engagement Nights	Yes	Sign-in sheets, STEM activity list, and description of activities
	3 rd and 4 th grade interim assessments	No	AIRways reporting Minutes, PLC, data teams
	PLC discussion about differentiated instruction strategies.	Yes	PLC agendas and notes, data teams, Data drill- down, integrated strategies
	Math intervention groups based on proficiency	Yes	List of skill groups, PLC agendas
	DIBELS and Universal Screening	Yes	Summative report of scores per grade level
Winter 2018-19			
	Modular Assessments	Yes	Summative evaluation

	Title I Push-In	Yes	Title Teacher and Paraprofessional Schedule, Title I Collaboration minutes, Lesson plans
	Extended Day Program	Yes	Student list of attendees, progress monitoring of reading and math students
	Co-teaching implemented in classrooms	Yes	Resource Teacher Schedule, Lesson plans
	Peer Observations	Yes	Notes from observations
Spring 2019			
	Wy-TOPP Summative Assessment	Yes	Testing Schedule, Class rosters
	Title I Push- Collaboration	Yes	Title Teacher, Gen Teachers and Sped Teachers, Title I Collaboration minutes, lesson plans

Goal #2: Walnut Elementary will increase achievement on the State Accountability Report from 49.6%ile to 55%ile by June 2019.

Timeline	Action Steps	Was this action step in place in 2017-2018?	Evidence of Completion
Fall 2018			
	Daily 5 Implementation – teachers will use differentiated strategies based on student need to help students grow in reading	Yes	Professional Development Request, and use of CC Penceive (data collection)
	Integrate discussion about differentiated instruction strategies into PLCs	Yes	PLC agendas and notes Lesson Plans
	Parent Engagement Nights	Yes	Sign-in sheets, STEM activity list, and description of activities
	3 rd and 4 th grade interim assessments	No	AIRways reporting Minutes, PLC, data teams
	PLC discussion about differentiated instruction strategies.	Yes	PLC agendas and notes, data teams, data drill down, integrated strategies
	Math intervention groups based on proficiency	Yes	List of skill groups, PLC agendas
	DIBELS and Universal Screening	Yes	Summative report of scores per grade level
Winter 2018-19			
	Modular Assessments	Yes	Summative evaluation

	Title I Push-In	Yes	Title Teacher and Paraprofessional Schedule, Title I Collaboration minutes, Lesson plans
	Extended Day Program	Yes	Student list of attendees, progress monitoring of reading and math students
	Co-teaching implemented in classrooms	Yes	Resource Teacher Schedule, Lesson plans
	Peer Observations	Yes	Notes from observations
Spring 2019			
	Wy-TOPP Summative Assessment	Yes	Testing Schedule, Class rosters

All Title I Schools:

Explain how school-wide research-based instructional reform strategies strengthen the core academic program, increase amount and quality of learning time, and provide additional supports to all students.

Since targeted assistance programs are not allowed to use funds directly for school-wide reform or core academic programs, Title I teachers and paraprofessionals use research-based programs and strategies to provide interventions for eligible/identified Title I students. Extended day programs and in-class support are provided as appropriate based on student need. When pull-out interventions are provided, they are not provided during core instruction time.

Describe how your school involves teachers in decisions regarding the use of assessment data to improve instruction and student performance and for continuous improvement, including by providing time for collaboration on the use of data.

All teachers have embedded Professional Learning Communities (PLCs) time in the schedule to use assessment data to improve instruction and monitor student performance. Title I teachers receive additional time to monitor the progress of Title I identified students and make instructional decisions to improve student achievement. Additionally, all teachers participate in a facilitated Data Teams Process to review student data and plan instruction utilizing high yield instructional strategies.

List the major strategies utilized by your school to increase effective parental involvement (include use of a parent compact and activities in accordance with ESEA Section 1118, such as family literacy services.)

The Title I staff and identified Title I parents have developed a compact and parental involvement policy for the Title I program at Walnut Elementary. The compact and policy are reviewed with the parents and staff annually. Quarterly parental engagement meetings are held at the school. Topics covered are the Title I program, information regarding how parents can help children at home, what programs are used at school to improve student achievement, assessment information and other topics are identified based on parent input. The parent advisory council meets annually to review parent involvement data and provide guidance for the Title I program. Walnut Elementary provides an interpreter and translated materials for any parent.

If applicable, what is your school's plan for assisting in the transition of students from early childhood programs to elementary school programs?

Walnut Elementary participates annually in the Head Start Transition program. Walnut Elementary also participated in the Jump Start into Kindergarten program hosting all area pre-schools and kindergarten age parents to provide information for appropriate placement of students.

List the major high quality and ongoing professional development activities at your school that impact areas of identified need.

The district provides training for all teachers and staff, including Title I teachers and paraprofessionals, in the use of research-based intervention programs. Resource paraprofessionals are receiving training in Direct Instruction programs with in-program progress monitoring and external progress monitoring probes. The building BOCES paraprofessional received training in Powerschool and in Dynamic Indicators of Basic Early Literacy Skills (DIBELS). English Language Learners (ELL) paraprofessionals attend on-going training for strategies to support ELL students.

What is your school's approach to providing additional assistance to students experiencing difficulties in mastery of the standards?

Identified Title I students receive research-based interventions in accordance with the district decision rules. All students receive reading instruction and reading interventions from highly qualified classroom teachers, highly qualified interventionists and highly qualified paraprofessionals under the supervision of the interventionists. The Sweetwater #1 Early Literacy plan provides the format for the district reading instruction. The plan may be viewed online.

Briefly describe your needs assessment and planning process; and describe how stakeholders are engaged in the process.

During the school's needs assessment, student achievement data and student demographic data is reviewed by school staff. The Title I Parent Advisory Council, the Parent Teacher Organization (PTO) and school staff provide input to give direction to improve conditions that support student learning. Priorities are identified by the needs assessment, and Title I staff provide targeted services based on those prioritized needs.

What strategies are used to attract highly qualified teachers to high need Title I schools?

The district employs many strategies to recruit highly qualified teachers to work in the Title I schools. These strategies include national advertising, attendance at job fairs across the nation, a salary schedule above the state average and ongoing professional development. Title I teachers receive additional professional development in the use of instructional strategies and research-based programs to increase student achievement. As a Title I Targeted Assistance school for 2018-2019, Walnut hired a teacher and two paraprofessionals.

How do you coordinate and integrate federal, state, and local services and programs?

The District employs a Grant Coordinator to ensure compliance and coordination within all programs. In addition to being a Title I Targeted Assistance school for the school year 2017-2018, Walnut Elementary benefits from additional programs, including Title II, Title III, Sweetwater Board of Community Education Services (BOCES) and district grant funding, to supplement the district allocations for instructional programming. All programs are utilized to support school improvement goals.